

**Topic:** 11th Grade English Language Arts  
**Date:** 10/25/23  
**Teacher:** Megan Moore

**Essential Question(s):**

1. How can we be responsible, active citizens?

**Lesson Objectives**

- By the end of the lesson, students will be able to:
1. Write a professional speech or letter to a local representative about an environmental issue within their community.

**Curriculum Framework/Learning Standard(s):**

11-12 W.1: Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Materials and Resources: (attached if applicable)**

**Formative Assessments:**

Workshopping process, teacher conference, rough draft.

**Warm-up:**

Students will complete a "Do Now" on Google classroom asking them to identify an environmental issue within their community.

**Procedures**

Instructional Practice: Include time budget/pacing; possible questions to ask students; student grouping (cooperative learning) strategies; how you will communicate high standards and expectations when beginning, carrying out, and completing the lesson; how you will make the content comprehensible for ELL students. Bullet steps in enough detail that a substitute could teach the lesson.

1. Students will complete the "Do Now." (5 minutes)
2. Students will have read Alex's story for homework the previous day. The teacher will lead a brief whole-class discussion of the story, with students sharing their reactions to the text. (5 minutes).
3. The teacher will group students together to discuss the environmental issues they identified in the "Do Now." Depending on what students wrote about, they could be grouped by topic or randomly. Students will discuss the issue, possible solutions, and who in their community they could direct a speech or letter to in order to address the problem. The teacher will cycle through to answer questions and discuss students' answers. (15 minutes)
4. Students will have the rest of the period to begin researching their topic, either in pairs or independently. In the following two periods, students will write their speeches/letters and workshop their arguments with the teacher and peers. (30 minutes)

**Closing/ticket to leave**

Students will identify their research topic and whether they will be working with a partner or independently on an "Exit Ticket" on Google Classroom.

**Homework (if applicable):**

Speak to a family member, peer, teacher, or coach about your topic. Bring two or three of their comments to class.

**Adaptations/Modifications for Students**

At differing achievement levels, learning styles, multiple intelligences, language backgrounds of individual students.

**Pitfalls and Solutions** (What could go wrong and how will I handle it?)

Students may struggle to independently identify an environment issue within the community. I will prepare a list of possible topics to inspire students (recycling protocol, polluted waterways, alternative forms of energy, food waste, lack of public transportation, etc.). ELLs may benefit from the teacher identifying key vocabulary terms, providing sentence starters, or handing out a graphic organizer for this project depending on English language proficiency.



**Lesson Plan Feedback Form**  
**October 25, 2023**

**Megan,**

I really think you have a great layout for your lesson. It seems to flow well and should work towards the standard you have selected. I am going to share Glows, Grows, Suggestions. Please let me know if you have any questions or feedback for me!

- Albert
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**Glows**

- Your **Essential Question** works very well! EQ's should really take your lesson and zoom out into the world. It should be a question that cannot simply be answered with one activity, but can be interwoven throughout lessons. Great work here, you had *me* thinking!
- I like your **Pitfall and Solutions**. Students almost always struggle with independent work, when they have little structure. I like that you said you would provide a list of possible topics, that you would identify key vocab terms, sentence starters, and a graphic organizer. These small accommodations can truly help **all** of your students!

**Grows**

- Timing of lessons can always be tricky, the more you plan, the easier it becomes. When you think about your **Procedures**, it is important to try and break down *large* sections of time. You said you would have students take the rest of the period to research their topic. This would be a great place to implement your graphic organizer and lay out questions that students should be asking. This will tie into my *Suggestions*.
- The **Warm-Up & Closing** seem to be a quick identification question. My question for you here is, should students just focus on *identification*? Is there a way we can increase Bloom's Taxonomy and have students level up their 'rigor' with their closer? Maybe identify + answer 2 questions about their topic.

**Suggestions**

- As I mentioned, lesson planning only gets *easier* the *more* you do it! My biggest suggestion to your lesson here is to provide some questions that students will be answering. When you can anticipate what students will be answering, you can start to plan your lesson better and your pitfalls/solutions will become more robust.
- Large chunks of time should be broken up with check-in questions/activities. As you give instruction my suggestion would be to say something along the lines of "Take the next 5 minutes to explore the topics," set a timer, when it is up say, "You have 2 minutes to pick a topic," set another timer, when it's up say, "Now take the next 10 minutes to *identify* 3 vocabulary words + their definitions to help your audience understand your topic." That way students are always working towards an objective! Hope this helps!